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ABSTRACT

The text of this syllabus, addressed primarily to American Indian teacher aides (TA), defines the role of the TA in the classroom and provides information that will assist the aides in carrying out their duties and will assist the teacher in understanding and effectively utilizing the TA. Information covers: the aide in American Indian programs, applying for a job as a TA, the American Indian TA in the classroom, management for aides, roles of the teachers and the aides, tips on growth and development of children, activities for aides, creative ideas for aides, story telling techniques, and play time activities. Within the text are incorporated helpful ideas for the TA such as 65 ways to say "Good for You," sample forms for achievement awards and good attendance, description of games (pre-K-8) for indoors and/or outdoors along with equipment needed and directions for playing, and a sample time sheet and job application. Appendices include an inventory of teacher aide skills, TA evaluation form, suggested guidelines for TA workshops, a workshop form, and a self-evaluation form for the TA. (AH/ERB)

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THE AIDE IN INDIAN PROGRAMS

BY
LOUISE MILLER
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Butterfly — Miwok

NEW WAY, OLD WAY

Beauty in the old way of life
The dwellings they decorated so lovingly;
A drum, a clear voice singing,
and a sound of laughter.

You must want to learn from your mother,
You must listen to old men
not quite capable of becoming white men.
The white man is not our father.
While we last, we must not die of hunger.
We were a very Indian, strong, competent people,
But the grass had almost stopped its growing,
The horse of our pride were near their end.

Indian cowboys and foremen handled Indian herds.
A cowboys' life appealed to them until
economics and tradition clashed.
No one Indian was equipped to engineer the water's flow
onto a man's allotment.
Another was helpless to unlock the gate.
The union between a hydro-electric plant and
Respect for the wisdom of the long-haired chiefs
had to blend to build new enterprises
By Indian labor.
Those mighty animals graze once more upon the hillside.
At the Fair appear again our ancient costumes.

A full-blood broadcasts through a microphone
planned tribal action.
Hope stirs in the tribe,
Drums beat and dancers, old and young, step forward.

We shall learn all the devices of the white man.
We shall handle his tools for ourselves.
We shall master his machinery, his inventions,
his skills, his medicine, his planning;
But we'll retain our beauty
And still be Indians!

Dave Martinez

The Aide In Indian Programs

The teacher aide (TA) in the classroom has become an important and vital person, lending an immeasurable strengthening effect to the learning processes of students.

Since this is a relatively new position in education, the role is rather poorly defined. Who can perform the duties of a TA? What should a TA do? What kind of duties and responsibilities should be required? What should the relationship be with the teacher? What kinds of training should a TA be given? These and similar questions must be answered if TA's are to be effectively used in education. The primary purpose of this book is to provide responses to these and related questions.

The text of this syllabus is primarily addressed to the Indian TA, although teachers and administrators should find it helpful. It should help Indian TA's with the type of job they should be performing as well as helping the teacher better understand how to work successfully with the TA.

The volunteer aide, the instructional aide, the teacher assistant, and associate teacher are but a few of the names used to define the teacher aide in the classroom.

Results of research have proven that another person in the classroom provides a young student with another teacher figure with whom to identify. When twenty-five to thirty students compete for the teacher's attention, it is usually the Indian students who are left out. In fact, many Indian students find it easier to relate to the Indian TA than to the teacher.

Many situations call for individual attention which a teacher can't always give. Adults and parents share the children's background and activities, and you may find that an Indian child will respond to a neighbor more easily than a teacher. The Indian TA could hold the key to the child's educational future.

Teamwork becomes essential between the classroom teacher and the TA if effective results in the classroom are to be produced. This teamwork implies a number of things such as: 1) understanding on the part of the teacher of the training, background, and general capabilities of the TA, and 2) a definite commitment on the part of the teacher to use the TA in significant educational ways, certainly not as another secretary or custodian. The TA must be included in the daily planning to assure that the plans will be carried out smoothly and with energy.

Obviously teamwork never happens overnight. It requires willingness on the part of both the teacher and the TA to work toward a relationship which will be best for the students. The crux of the TA's job lies in its supportive relationship to the teacher; the better the TA understands that working relationship, the better will be the performance. But, it is also essential that the teacher listens to the suggestions and comments of the TA. Often the insights of a TA can greatly enhance and improve the teacher's planning.

Expressly, the TA can only be as effective in the classroom as the relationship with the teacher permits. If the teacher and TA are to become a team, they must understand and appreciate each others' basic roles. The teacher should be primarily responsible for diagnosing and analyzing the learning needs of the children in the classroom. While the TA can provide assistance in this area, the TA's primary concern should be focused on the procedures which help children reach goals established by the teacher. By definition, it is the teacher who determines the educational program of each student and the teacher aide assists in carrying it out.

The teacher aide is in every way a true professional. In keeping with this philosophy, it becomes essential that the teacher aide becomes responsible to a code of ethics, just as any other professional person. The following code is suggested as basic to the teacher aide role.

- To know one's duties and responsibilities thoroughly.
- To be sure one is carrying these out effectively.
- To educate one's self in those areas of duties and repsonsibilities where weaknesses may lie.
- To always consider the educational welfare of one's students above personal comfort and satisfaction.

Educators sometimes find themselves asking just what is it that the use of Indian aides is supposed to bring to the classroom? Following are just a few of the benefits we can expect to see in a well managed teacher aide program:

1. The increased attention provided by aides gives children feelings of security.
2. Th presence of an Indian aide increases the chances for the Indian child to find an adult to whom he can relate in a positive manner.
3. The Indian aide gives the teacher an additional source of feedback and ideas about class activities and interprets the Indian student's responses.
4. The Indian aide extends the teacher's ability to provide individualized instruction to students.
5. In the absence of the regular teacher, the aide helps the substitute teacher achieve program continuity.
6. The Indian aide introduces special talents and skills into the classroom, many along the cultural approach to learning.
7. The Indian aide improves lines of communication between the classroom and the Indian community.

The key is to set high standards for the paraprofessionals and then treat them as equal and essential members of the total instructional team.

APPLYING FOR A JOB AS TEACHER AIDE

Historically, Indian parents have not been comfortable participating in school. The underlying reasons are that the cultural and social values of the school system are for the most part, in direct conflict with Indian cultural and social values.

Within the last decade, the thinking has begun to change. Special funding for meeting the special educational needs of Indian students has brought the opportunity for Indian parents to become involved in the education of their children. Special funding for programs to meet the unique educational needs of Indian students has also underlined the emerging role of the Indian teacher aide as well as the need for the training of teacher aides.

This funding such as Title IV, Johnson-O'Malley, and ESEA Title I allow the projects to write into the program training for teacher aides. It is urged that these programs be used as a means for Indians to enter the employment market, and be provided training in a paraprofessional field.

JOB APPLICATION

There are some basic principles of job hunting that tend to apply to all areas of employment. There are also some more specific job hunting principles that apply to certain positions in education. Those procedures that apply to job seeking as a teacher aide will be examined.

Almost all large organizations like school districts and tribal governments have a well organized hiring procedure. Most often this requires filling out a job application form, and if hiring is active, a preliminary and final job interview.

Find out where the local educational agencies post job opportunities, then check frequently on available jobs. Local newspapers and various organizational newsletters are also a good source.

INTERVIEWING

The first screening interview for a job normally takes place with the initial job application. Applications are usually screened on the basis of the completeness and the neat or sloppy appearance of an application. There could be a variety of reasons why an application is initially rejected. It is extremely important that all questions be answered correctly, particularly information on past employment and health.

It is well to take time when filling out the job application form making sure your writing is readable or there are no gross spelling errors. Be sure to include your accomplishments in adequate detail, particularly those pertaining to leadership positions and your educational background.

Once the initial application has been made, several things may take place. Some federally funded programs, such as the Johnson-O'Malley program require that the Indian Parent Committee screen the applicants and make recommendations for hiring. This of course could mean an interview with the Parent Committee as well as the employer. In most cases the employer will take the recommendation of the Parent Committee. Be sure to inform yourself of the specific process your application will be going through. This can be done when the completed application is handed in to the employer's representative by asking them to look over the application and also ask what steps will be taken next, as well as follow-up procedures that will be expected of the applicant. In most instances, responses are, "We'll call you", or "check back in a week." Based upon what you are told, a time schedule should be established for following up, either by phone or by dropping by in person. Actions such as these show interest and increase your chances of getting the job.

After all the above tasks have been completed and you are asked to appear for a personal interview, it is well to remember that almost all final employment decisions are made in the personal interview. The obvious approach is to sell yourself to the interviewer, or interviewers, making them believe you are the right person for the job. To do this, a number of things can be done to properly prepare yourself:

Dress appropriately for the prospective position. Sloppy dress indicates to the prospective employer a 'don't care attitude'. Clothes don't have to be new or expensive, just clean and neat.

Inform yourself about the specific job for which you are applying. Study the job description carefully. Be prepared to answer basic questions regarding your interest in working with a particular district or program. What experience do you have that would contribute to the job? What training do you have?, etc.

Be prepared to ask some intelligent questions about the job, such as: what are the responsibilities of the position? the working hours? the pay? and working conditions? Such questions can help you as an applicant to make decisions regarding a particular job. It may be that after an interview, you decide that the job is not one in which you can be happy.

Come to the interview a few minutes early. Such action creates a positive impression and gives you a few moments to prepare yourself.

Greet the interviewer(s) with a firm handshake and a direct look in the eyes. Be sure to follow the interviewers lead and listen carefully to the questions, making sure you answer them fully. Many times job applicants sell themselves short by not giving answers that are informative and sufficient in length. There are times when the interviewer(s) want just a yes or no answer — give them just that.

Stay away from arguments regarding highly charged issues or issues that the interviewer(s) appear to have biases about. Concentrate on points in which the interviewer(s) expresses interest and positive attitudes.

If you have had a sucessful interview and have been offered a job, you still have a basic decision to make — should I accept the job. Often employers will give the applicant several days to consider the offer. It may be well for you during that time to meet your prospective fellow workers and consider the apparent philosophy, methods, and attitudes of the employer. It is recommended that you not accept employment if you are uncomfortable about any of the above considerations.

Many times a school will operate with a mix of volunteers and paid teacher aides. Often you can start as a volunteer to gain experience and recommendation, then work into a paid teacher aide position.

LOCAL POLICIES AND PROCEDURES

It has often happened that aides are placed directly in the school program without first having received sufficient orientation regarding their jobs and the school district in general. This check list will assist you in determining areas you need more information about. If you have questions on any of the items on the list, pursue the matter with school officials. The list will also be helpful to you for interviewing purposes. Questions such as these will undoubtedly impress your interviewers with your thoughtful approach to the job for which you are applying.

Are you aware of:	**YES**	**NO**
Funding		
1. The source of the funds under which you are hired?	____	____
2. Any special constraints which are attached to the funding?	____	____
Hiring Policies		
3. The qualifications for serving as an aide?	____	____
4. The recruitment procedures the district uses for aides?	____	____
5. The criteria by which aides ar . chosen?	____	____
6. Who makes the key decisions on hiring (e.g. principal, Advisory Committee teachers, district office, etc.)?	____	____
Working Conditions		
7. The district salary schedule for aides?	____	____
8. Fringe benefits available to aides?	____	____
9. The hours to be worked?	____	____
10. The district policies on seniority and tenure?	____	____
11. A written job description for aides?	____	____
12. The standards by which your performance will be evaluated?	____	____
13. The procedure used to assign aides to classes?	____	____
14. The opportunities for/and district policies regarding training (e.g. for preservice and in-service workshops, college courses, informal meetings with teachers, etc.)?	____	____
15. Any additional ways the aide can contribute to the total school program, in addition to serving as an instructional aide?	____	____

This job description is typical of what most school districts use for a teacher aide. A careful study of such a job description will give you a good indication whether or not you can perform the required tasks.

JOB DESCRIPTION — PAID TEACHER AIDE

Basic Function:

Under the supervision of the classroom teacher, the aide performs supportive, instructional, and minor clerical tasks.

Typical Responsibilities:

Participates with the teacher in educational planning for pupils.

Works with children individually or in small groups to implement plans.

Assists in the distribution and accountability of material and equipment.

Assists in the preparation, organization, and rearrangement of learning centers.

Helps set up and operate audio-visual equipment.

Monitors student activities; i.e., drill, practice and research after lesson and instruction have been given by the teacher.

Collects, assembles, catalogs, and distributes resource materials.

Marks and scores tests and pupil work.

Establishes and maintains cooperative relations with others.

Performs other duties as required.

Qualifications:

Knowledge of:
School policies
Methods, practices, and terminology used in instructional institutions.

Ability to:
Type accurately.
Follow written and oral instructions.
Maintain patience and firmness of purpose while working with children.

Experience:
None.

Education:
Completion of the twelfth grade or equivalent experience.

Personal Qualifications:
Pleasant personality, dependable, and ability to establish and maintain cooperative relations with other.

Working Conditions:

Responsible to the building principal or his designee.

Specific hours to be determined.

For employees working four hours or more, sick leave and vacation time will be prorated on an hourly basis.

Positions Applied For:

These employment applications are fairly typical of those used by school districts and what you will be requested to complete when you apply for a job. Answer all questions as completely as possible. If your handwriting is difficult to read you should print your answers. Remember, your application is the first impression your potential employer will have of you.

EMPLOYMENT APPLICATION

IMPORTANT INSTRUCTIONS: Please print in ink, or use typewriter. Answer all questions completely.

1. **NAME** (Last) (First) (Middle)

2. **ADDRESS** (Number, Street, City, Zip Code)

3. **Telephones**
Home _____
Business _____

Length of Time at Current Address	Time at Previous Address	4. Social Security Number

5. List any previous names you have used

6. Name and phone number of person to notify in an emergency

QUESTIONS 7 THROUGH 18 MUST BE ANSWERED *YES* OR *NO*

	YES	NO
7. Do you have a valid California Drivers License?		
8. Do you claim Veteran's Preference? If "Yes", complete the following and submit copy of DD214 with application. Branch of Service _____ From _____ To _____ **NOTE:** To receive credit you must have served at least 30 days in the United States Armed Forces in time of war, or national emergency declared by the President of the United States of America, and who have been discharged or released under conditions other than dishonorable.		
9. Do you claim Veteran's Disability Preference? If "Yes", documentary proof of a current compensability must be presented at time of filing application.		
10. Are you presently employed by the County Office of Education? (If "Yes", give classification and location.) Class Title _____ Location _____		
11. May we contact your present employer as to your qualifications, character and ability?		
12. Have you ever been dismissed from employment or resigned to avoid dismissal for misconduct or unsatisfactory service? (If "Yes", give details in Question 19.)		
13. Have you ever received Workman's Compensation? (If "Yes", describe in Question 19.)		
14. Have you any disease, nervous disorder, physical disability or infirmity? (If "Yes", describe in Question 19.)		
15. Have you been hospitalized for any reason in the past five years? (If "Yes", describe in Question 19.)		
16. Have you ever been convicted for anything other than a minor traffic violation or misdemeanor? (If "Yes", describe in question 19.)		
17. Are you now, or have you previously been, a member in the Public Employees Retirement System or affiliate?		
18. Will you accept temporary or substitute employment?		

19. Explanations to questions 12, 13, 14, and 15 (Use additional sheets of paper if necessary.)

20. EDUCATIONAL RECORD

Circle Highest Grade Completed 6 7 8 9 10 11 12	Name & Location of Last Elementary or High School	Graduated? Yes ☐ No ☐

Name & Location of College or University	Attendance Dates	Major	Credits or Degree

List any related business, trade, special training (give location & dates); estimated typing and shorthand speeds; San Mateo County typing &/or shorthand certificates (give certificate number and date); location of college placement file; other related information as applicable.

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21. EMPLOYMENT INFORMATION (Begin with your present employment and work back. Account for all time during the past ten years, including periods of unemployment. In addition, please describe any other related work experience, including volunteer work. Use additional sheets if more space is required.)

Present or Last Position

Employer
Address
Supervisor's Name & Title — Phone
Your Title
Duties

From — mo. — year
To — mo. — year
Total — years — months
Full Time ☐ Part Time ☐
Last Salary
Reason for leaving

Employer
Address
Supervisor's Name & Title — Phone
Your Title
Duties

From — mo. — year
To — mo. — year
Total — years — months
Full Time ☐ Part Time ☐
Last Salary
Reason for leaving

Employer
Address
Supervisor's Name & Title — Phone
Your Title
Duties

From — mo. — year
To — mo. — year
Total — years — months
Full Time ☐ Part Time ☐
Last Salary
Reason for leaving

Employer
Address
Supervisor's Name & Title — Phone
Your Title
Duties

From — mo. — year
To — mo. — year
Total — years — months
Full Time ☐ Part Time ☐
Last Salary
Reason for leaving

Employer
Address
Supervisor's Name & Title — Phone
Your Title
Duties

From — mo. — year
To — mo. — year
Total — years — months
Full Time ☐ Part Time ☐
Last Salary
Reason for leaving

22. PERSONAL REFERENCES - GIVE THREE (Do not include previous employers or relatives.)

NAME	ADDRESS	PHONE NUMBER

READ CAREFULLY BEFORE SIGNING

I hereby certify that all statements made in this application are true and complete, and that any misstatement of material facts will subject me to disqualification or dismissal.

SIGNATURE

DATE

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THE INDIAN TEACHER AIDE AND THE SCHOOL

The acceptance of a teacher aide position starts you in a challenging profession, and it is recommended that you become acquainted with the total school environment, which even on the elementary level is a highly complex social system.

Several information sources are available to you. The first is the district's handbook for teachers available at the district office, from the school secretary or from the teacher. This book will provide a rich source of information about the system you are about to enter. Usually covered are such topics:

- Payroll information
- Attendance policies regarding sick leave, absences, resignation, etc.
- Dress regulations
- Discipline policies of the district
- Evaluation system for employees

Once you have read the Handbook and you still have questions regarding any of the district's policies be sure to get clarification on them immediately, either from your supervisor or the school principal.

It is particularly important that you should find out about the following:

Supplies, Where are they kept, how to get them, are there rules governing the use of duplicating equipment and typewriters.

Audio-visual equipment, How to get it, rules for oepration, what to do about breakdowns.

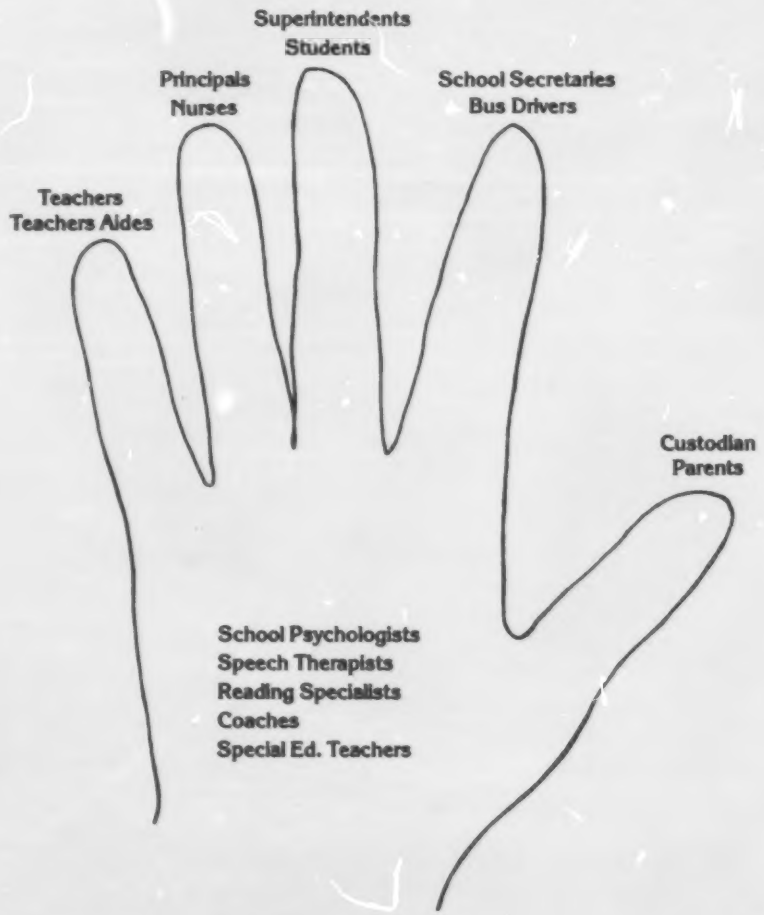
Procedures governing, time schedules, attendance, absences, lunch rules. fire drills, accident and emergency procedures.

A valuable source of information for you is the school secretary. She/he often acts as a clearinghouse for information and supplies. Another person who will prove valuable is the custodian. Acquaintance and friendship with him usually assures access to supplies, assistance in moving things, general background information on school personnel and students. Be very careful not to become involved in conversation that leads to personal comments regarding staff.

Finally, the students will tell you more than anyone else about the school. By observing them play and by talking to them about their activities you will soon learn how successful the school is in its task of instructing children. Students will tell you — what they like about school, what they don't like about school, what are the problems in school, how they like the library, the staff, the administration, if there is friction between groups, its causes, how do cultural groups relate to each other within class and outside the class, who are the leaders and the loners, and just about anything else relating to school.

Suggestions have centered around getting acquainted and developing communication with people. The reason is obvious; "school" is more a social organization than it is a physical plant. "School" is a group of people acting and responding in a complex series of social interactions. Begin counting off on your fingers the groups of people who make up the social structure of a school and you will understand the importance of establishing a good communication network within the system.

You cannot possibly, nor will you be required to understand the complexities of your school overnight. However, over a period of time you will become an effective member of the educational team.



MANAGEMENT FOR AIDES

Planning

Planning is the key to the success of all the learning activities that take place within and outside the classroom. It is also the activity in which the Indian teacher aide can be of immeasurable help to the teacher.

An aide will have a great deal of knowledge about various family habits that the teacher has no access to. Through a cooperative effort between the teacher and the aide a total educational program can be planned for the child.

At one of the first planning sessions the teacher and the aide should outline all the routine tasks that will be part of the aide's responsibility. Blackboards not cleaned at the proper time can prevent their effective use at some critical point of instruction, or paints not thoroughly mixed and brushes not properly cleaned can destroy the effectiveness of an art activity.

Once the routine tasks have been identified and scheduled it will save valuable planning time for the next day's activities.

When the planning is completed, items such as the following have been identified and responsibility assigned for their completion: What supplies are needed? Who is responsible for getting them? What duplicating needs to be done? by whom? What reading groups will need extra word drill and when? What students need extra help with a new concept that will be presented? What materials will be needed for this activity? The aide must know which of these activities will be his responsibility. For this, a daily planning chart is recommended for use by the aide and the teacher. Planning sheets such as this can also be used for evaluating the performance of the aide.

DAILY PLANNING SHEED FOR AIDES

(To be completed during daily planning meeting between teacher and aide)

Aide's Name _____ Date _____

Time	Task	Pupils or Group Assisted

Eskimo Quail

KEEPING YOUR TIME

Quite often an aide will be hired to work in several different programs, consequently, salary will be paid from several sources of funding. It becomes necessary to establish a system to track payroll charges.

The program under which the aide is hired has responsibility to provide information on cost coding so the aide can keep accurate records on the hours worked. The following example is one type of Employee Time Sheet that can be used effectively:

After establishing the frequency of pay rates, this time sheet will record the hours worked by an employee indicating the applicable activity within an objective that will be charged:

EMPLOYEE TIME SHEET

PAY PERIOD: 10/15/79 - 10/30/79
From To

Name of Employee: John A. Jones

HOURS WORKED: (Date)	REGULAR HOURS	O/T HRS	Overtime Authorized By: (Signature)	CHARGE PAYROLL COSTS TO: Refer To Budget Planning Worksheet: Account	Obj	Activity
10/15/78	4			2100	1	4
10/16/78	4			2100	1	4
10/17/78	4			2100	1	4
TOTAL HOURS WORKED	12					

REASONS FOR OVER-TIME REQUIREMENT:

(1) _____

(2) _____

(3) _____

(4) _____

Signed: John A. Jones Date: 10-30-78
Employee Name

Approved: Clarence Johnson Date: 11/1/78
Project Director

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Vital to you as a new employee is information regarding school staff and the class to which you are assigned. If this information is not provided to you upon your hiring and assignment, ask your supervisor to fill out information sheets such as examples provided here.

SCHOOL INFORMATION SHEET

District	Address	Phone
School	Address	Phone
Principal		Phone

Number of students in the school

Staff roster	Name	Position

BASIC SCHOOL INFORMATION

The following information should be provided to you. If not provided use the following format to guide you in securing needed information.

Salary Schedule

_____ School

Classified Salary Schedule
(Effective: _____)
(date)

Position_____ **Range**_____ **Salary Steps**

School Regulations

The rules of the school should be provided as part of the orientation program for the aides about the following areas:

Parking
Use of teachers' lounge
Coffee breaks and lunch schedules
Procedures for keeping track of work time
Whom to contact when ill
Duties other than those in the classroom
Use of materials
Student regulations
- in the classroom
- in the halls
- on the school yard
- using the telephone
- leaving school grounds during school
- discipline

CLASS INFORMATION SHEET

1. Teacher _____ _____
   Name School Phone

2. Other personnel (e.g. other aides, regular volunteers, resource teachers, etc.):

   _____
   _____
   _____
   _____
   _____

3. Class Roster:

   _____
   _____
   _____
   _____
   _____

4. Narrative description of class (provided by teacher):

5. Brief statement of initial tasks for aide (provided by teacher):

65 WAYS TO SAY "GOOD FOR YOU"

By Edward S. Kubany

Everyone knows that a little praise goes a long way in any classroom. But "a little praise" really needs to be something more than the same few phrases repeated over and over ad nauseum. Your students need more than the traditional "Good," "Very good" and "Fine" if encouragement is in the cards. Here are some additional possibilities:

That's *really* nice.

Thank you very much.

Wow!

That's great.

I like the way you're working.

Keep up the good work.

Everyone's working so hard.

That's quite an improvement.

Much better.

Keep it up.

It's a pleasure to teach when you work like this.

Good job.

What neat work.

You really outdid yourself today.

This kind of work pleases me very much.

Congratulations. You only missed...

That's right! Good for you.

Terrific.

I bet your Mom and Dad would be proud to see the job you did on this.

Beautiful.

I'm very proud of the way you worked (are working) today.

Excellent work.

I appreciate your help.

Very good. Why don't you show the class?

Thank you for (sitting down, being quiet, getting right to work, etc.)

Marvelous.

Groovy.

Right on.

For sure.

Sharp.

I like the way Tom is working.

My goodness, how impressive!

You're on the right track now.

That's "A" work.

John is in line.

Mary is waiting quietly.

Dickie got right down to work.

Ann is paying attention.

It looks like you put a lot of work into this.

That's clever.

Very creative.

Very interesting.

Good thinking.

That's an interesting way of looking at it.

Now you've figured it out.

Clifford has it.

That's the right answer.

Now you've got the hang of it.

Exactly right.

Super.

Superior work.

That's a good point.

That's a very good observation.

That certainly is one way of looking at it.

That's an interesting point of view.

Thank you for raising your hand, Charles. What is it?

Sherrie is really going to town.

You've got it now.

Out of sight.

Nice going.

Far out.

You make it look easy.

That's coming along nicely.

I like the way Bill (the class) has settled down.

That looks like it's going to be a great report.

Dr. Kubany is a clinical psychologist with the Diamond Head Mental Health Center, Honolulu.

INSTRUCTIONAL AIDE RESOURCES

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Handbook for Instuctional Aides, 1973. Orange County Department of Education, Valencia Elementary School. P.O. Box 11846, Santa Ana, CA 92711

Handbook for School Aides, 1973. Compensatory Education, Santa Barbara School District, 720 Santa Barbara Street, Santa Barbara, CA 93101

Handbook for Teacher Aides, Howard Brighton, Pendall Publishing Co., 1972. This book helps aides answer questions they might have about their jobs.

Handbook for Teachers, Aides, Parent Volunteers and the Community, Humboldt County Schools, Courthouse, Eureka, CA 95501 1974

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Paraprofessional Handbook, San Joaquin School, Orange County Department of Education P.O. Box 11846, Santa Ana, CA 92711

Practical School Volunteer and Teacher-aide Programs, Benjamin DaSilva and Richard D. Lucas. Parker Publishing Co., Inc., West Nyack, New York, 1974. (Especially page 68)

School Volunteer are Here to Stay! Mrs. Vernon Finacom, School Volunteers Chairman, 17th District, California PTA, 333 Main Street, Redwood Wity, CA 94063

Teacher Aide Handbook, Mary Lou Brotherson and Mary Ann Johnson, A Guide for New Careers in Education, Interstate Printers and Publishers, Inc. 1971 (Especially pages 45-71)

Teacher Aide Workshop, Unit 3, General Programmed Teaching, Division of Commerce Clearing House, Inc., San Rafael, CA

Teacher Orientation Handbook, James Laffey/Phyllis Perkins, National Reading Center, 1776/Right to Read/1976, 1776 Massachusetts Ave. NW, Washington, D.C.

A Training Manual for Classroom Aides, Jack L. Lutz, Keith B. Rose, Connie Sweeney, Siskiyou County Schools Office, Distributed by: Northern California PACE Center, California State University, Chico

Tutor-Peer Counselor Handbook, San Diego City Schools, 4100 Normal St., San Diego, CA 92103 1974

Tutors Trainers Handbook, Helen Lundblad/Carl B. Smith, National Reading Center, 1776/Right to Read 1976, 1776 Massachusetts Ave., Washington, D.C.

TECHNIQUES TO USE WITH CHILDREN

It is important to see each child as a person, to respect him as an individual who is fun and is an enjoyable companion. We know that children are experimenting and testing the way through which they learn acceptable behavior. An understanding adult will not place stigma on a child if they are behaving poorly but will allow the child to understand there are other ways of behaving. The following examples may be helpful to you in evaluating how you talk to children.

SAY	DO NOT SAY
Sit down and slide down the safe way	Don't walk up the slide
Dig in the sand and make tunnels and roads	Don't stand on the swing
Sit in the swing	You'll fall if you aren't careful
Use both hands when you climb	Don't walk with the scissors
Use scissors the safe way and leave them waiting on the table	Don't you want your milk?
Drink your milk	Don't tear the book
Turn the pages carefully	Don't drop the puzzle pieces
Keep the puzzle pieces on the table	Don't forget to put on your coat
Remember to put your coat on	

These are just a few suggested brief, firm and positive terms you can use with children. As you work with children you should add more to your list.

Sunshine and Cheer

The thing that really matters is the "something else" you do,
Besides the getting dollars all your whole life through
It's just the touch you're giving to others day by day,
The sunshine that you scatter all along your way.
The kindly deed you're doing when someone needs a friend:
The service that you render, the helping hand you lend.
It brings a joy that's lasting, which money cannot do—
To know that someone's gladness is just because of you!

Sidney J. Burgoyse

SOURCES OF PROBLEMS AND MEANS FOR SOLUTION

Very often problems arise between the aide and staff. It is necessary to anticipate possible sources of difficulties and to develop in advance, ways of resolving conflict. It is also important for all persons concerned to be tactful in resolving problems, if not, permanent harm can be done to individuals on both sides of the issue.

Sources of Problems

1. Philosophical and attitudinal differences.
2. Disagreement over assignments.
3. Planning time not scheduled.
4. Training time not provided.
5. Communications breakdown.
6. Lack of clearly defined roles and expectations.
7. Dissatisfaction over the type of classroom tasks to which the aide is assigned.
8. Lack of compatibility between the aide and other individuals.
9. Student behavior and discipline problems.
10. Criticism (evaluation).

In the event there is conflict, these steps have worked for others.

1. Begin by talking with the teacher in order to identify the specific problem.
2. Generate some possible solutions and make a list of these, without discussing any of them.
3. Working from the list, determine the most likely solutions to the problem. Discuss each.
4. Decide on one solution that would present a no-lose situation for either party.
5. Determine specifically what needs to be done, who will do it, and when it will be done.
6. Determine how you will check to see if the problem still exists.
7. Communicate any progress, or lack of it, toward reaching a solution.
8. Review and revise until a solution is reached.
9. Celebrate!

ROLES OF THE TEACHERS AND THE AIDES

Both legal and professional ethics require that there be a clear distinction between the roles of teachers and aides.

Teacher:

Every state has an education code that defines the teacher as one employed to provide direct instruction to pupils in the school district of which he or she is employed. Your local school district can provide you with a copy of the State Education Code.

Teacher Reponsibilities

Since the teacher has the ultimate responsibility for the instructional program, the following are activities which teachers should carry out.

1. Planning and directing learning activities.
   Planning lessons
   Planning teacher strategies
   Organizing and managing the classroom
   Appraising effectiveness of activities
2. Selecting instructional procedure and materials.
   Developing new procedures
   Appraising effectiveness of procedures
   Appraising effectiveness of materials
3. Presenting of teaching content.
   Giving original instruction
   Assigning homework or extended work
   Acting as a substitute teacher
4. Evaluating student progress and achievement.
   Constructing tests
   Indentifying learning difficulties
   Assigning grades
5. Reporting to parents.
6. Identifying learning disabilities.
7. Counseling students (formally).
   Establishing goals with students
   Giving educational guidance
   Giving vocational guidance
8. Determining disciplinary actions
9. Making subjective entries in student personnel records.
   Interpreting and using confidential information
   Giving out personal information concerning a pupil
10. Establishing relationships with pupil's family.
11. Deciding when specialized guidance and counseling services are needed.

Instructional aide;

The State Education Code defines the teacher aide role. For clarification of your state requirements refer to the Education Code. Broadly speaking an aide's role is *usually defined* as one of; Assisting classroom teachers in improving the quality of education for the pupils. Assisting teachers in performance of their duties and supervision of pupils. Perform only those duties assigned by teachers under whose supervision you are assigned.

Teacher Aide Responsibilities

The teacher aide is an integral part of the school staff and as such they must be aware of their role and responsibilities.

1. The school plays a significant role in the development of the child; strict confidentiality of records, conversations, and information must be maintained.
2. Each child develops at different rates and reacts in a distinctive manner; judgement should be reserved.
3. Teacher aides are always responsible to the teacher.
4. Aides shall be assigned to activities and supervised by the teacher on a predetermined basis.
5. Teacher aide actions and activities should not violate school policy.
6. It is the responsibility of aides to contact the school if they will be absent.
7. An aide provides assistant to the teacher and should not take over the professional role or responsibilities of the teacher.

The following is a list that is suggestive of the range of tasks which aides can become involved with. It will help both aide and teacher to plan daily activities, as well as identify areas in which the aide may require training or orientation.

TASKS FOR THE INSTRUCTIONAL AIDE

	Comfortable with this area	Need some information about this task	Not yet able to deal with this task
General			
Collecting money from students			
Filing			
Typing			
Duplicating, collating, etc.			
Requisitioning supplies and materials			
Keeping attendance records			
Scoring tests			
Filling out report cards			
Maintain classroom inventories			
Manage the classroom library			
Help maintain student work folders			
Help schedule parent-teacher conferences			
Prepare newsletters and bulletins			
Housekeeping			
Preparing and supervising pupil work areas			
Mixing paints for art instruction, putting down drop cloths, etc.			
Arranging instructional materials for accessibility			
Supervising pupil cleanup time			
Keeping bulletin boards current and neat			
Watering plants and tending pupil classroom projects			
Preparing and serving refreshments			
Arranging interesting and inviting corners for learning: science or recreational reading areas, investigative areas			
Non-Instructional			
Gathering and distributing materials			
Collecting homework and test papers			
Helping supervise students in the playground or cafeteria			
Supervising the loading and unloading of school buses			

TASKS FOR THE INSTRUCTIONAL AIDE

	Comfortable with this area	Need some information about this task	Not yet able to deal with this task
Helping with indoor games on rainy days			
Organizing and supervising the intramural athletic program			
Making arrangements for field trips; securing parental permission forms			
Making arrangements for special classroom resource speakers			
Displaying pupil work			
Helping children with their clothing			
Telephoning parents to pick up a sick or injured child, or to verify absences			
Supervising club meetings			
Assisting committees engaged in special projects — constructing, researching, or experimenting			
Helping settle pupil disputes and quarrels			
Helping in the preparation of assembly plays and programs			
Accompanying a child to the office, nurse's room, etc.			
Caring for preschool children during parent-teacher conferences, lectures, and other events			
Helping the teacher supervise students on field trips			
Audio/Visual			
Ordering and returning films, filmstrips, and other A/V equipment			
Setting up and operating overhead projectors, slide viewers, and other instructional equipment			
Previewing films and other A/V materials			
Preparing introductions to give children background for viewing A/V materials			
Instruction-Related			
Correcting standardized and informal tests and preparing pupil profiles			
Correcting homework and workbooks, noting and reporting weak areas			

TASKS FOR THE INSTRUCTIONAL AIDE

	Comfortable with this area	Need some information about this task	Not yet able to deal with this task
Helping the teacher prepare informal tests and other evaluative instruments			
Preparing instructional materials — cut flash cards, charts, transparencies, etc.			
Collecting and arranging displays for teaching purposes			
Tutoring individual children: the bright or slow learners			
Reviewing, summarizing, or evaluating learning			
Tutoring children who miss instruction because they were out of the room for special work — remedial reading, speech therapy, etc.			
Helping pupils who were absent to get caught up with the rest of the class			
Assisting children with written compositions especially with spelling, punctuation, and grammar			
Listening to the children's oral reading			
Instructing children in the safe and proper use of tools			
Teaching etiquette and good manners			
Assisting the teacher in special demonstrations in science, art, etc.			
Providing accompaniment in music classes			
Reading aloud and storytelling			
Helping pupils find reference materials			
Reading spelling or vocabulary lists			
Supervising pupil laboratory work			
Putting written and number work on the blackboard			
Assisting in drill work with word, phrase and number flash cards			
Supervising children staying after school			
Assisting and checking pupils in seatwork			

DO'S AND DON'TS FOR TEACHER AIDES

To work in a social institution such as a school with its complex social structure it is important to practice the following do's and don'ts:

Do

- Be at school 15 minutes before your first assignment begins.
- Telephone the school at a time prescribed by the principal if you are ill.
- Smoke only in designated places.
- Attend all meetings held for in-service.
- Carefully check on instructions regarding coffee breaks, lunch, parking, etc.
- Be willing to admit a mistake if you make one.
- Be sure to understand your duties. If not, ask questions.
- Dress neatly and cleanly.
- Become familiar with school policy.
- Meet and greet children at the door every morning.
- Learn children's names as soon as possible.
- Begin your day's assignment as soon as possible.
- Practice what you preach.

DON'T

- Evaluate the teacher.
- Assume duties that are the responsibility of the teacher.
- Discipline students without instructions from the teacher.
- Treat injuries without thorough instructions from the teacher.
- Play favorites with children.

The teacher aide can expect the supervising teacher to assume the following role in respect to their working relationship.

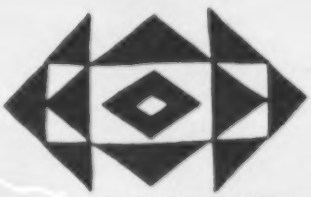
- Extend a warm and gracious welcome.
- Provide a place for the assistant to keep her belongings.
- Discuss what is required of the assistant throughout the day. This definition of role is not a static one but will change and expand as the assistant becomes familiar with the program and more secure in her relationships with the children.
- Establish guidelines for working with children, particularly those who need special help.
- Guide, encourage, and supervise the assistant.
- Include the assistant when making plans and other decision-making activities.
- Learn about the assistant's special strengths, skills, and talents.
- Remember that the assistant is not there solely for housekeeping chores.
- Always try to keep the lines of communication open. There are misunderstandings and differences of opinion in the best relationships.

TIPS ON GROWTH AND DEVELOPMENT OF CHILDREN

This section is designed to give a brief overview of the highly complex, long term physical and mental developmental processes of children. Added to the above processes are the cultural systems within which children must learn to effectively operate. Moreover, all the factors combined are subject to genetic factors inherited from parents along with the environment to which the child is subject.

Fortunately, you as an aide will not have to have in-depth knowledge about child development, but you should understand the overall patterns of the developmental processes. Keep in mind that cultural influences do make a difference and that educators are now beginning to acknowledge that those differences exist. No doubt you as an Indian aide in the classroom will contribute to the definition of those differences, thereby developing a classroom environment for the Indian child that will enhance his learning style.

The approximate periods of the developmental process will be outlined for you. These periods are defined using maturation rates based upon the emergence of specific personal and behavorial characteristics through the growth process and are not based upon the chronological age of the child.



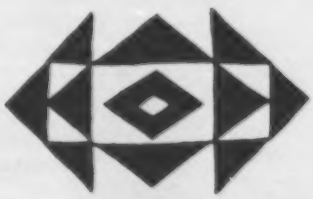
Wolf Eyes — Wintu

INFANCY PERIOD

This is the dependency period of life when infants require warmth and affection from the adults in their lives. It is also the beginning of self-awareness, both physically and psychologically which is developed by a tremendous exploratory drive that this causes the infant to explore and manipulate all the physical world to which he has access for the purpose of understanding and controlling.

The infant is also developing an appropriate symbol system for language and conceptual abilities. The gurgling and cooing of an infant has been proven to be a sophisticated pre-verbal language that is followed by the development of verbal communication and a steady growth of concept formation.

Physically the infant is learning to develop body equilibrium, that is; learning to sit, creep, stand and eventually walk. Eye-hand coordination is developing as well as the establishment of accepted rhythms of rest and activity. The infant is learning to respond to adult demands of orderliness and feeding schedules which indicate that the infant is beginning to adjust to the expectations of others.



EARLY CHILDHOOD

This is the period when the child begins to show independence physically while remaining strongly dependent emotionally. It is also the time when the child is developing the ability to give and show affection.

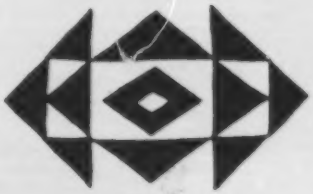
This period of early childhood is a time when the child adjusts to the expectations of the family unit and develops the ability to take directions, and to be obedient in the presence of authority as well as the ability to be obedient in the absence of authority where the conscience substitutes for authority.

The child is beginning to develop the ability to interact with other children, to identify with male adult or female adult roles. They are accepting and adjusting to a changing body. A degree of sex modesty and consciousness is beginning to develop.

Physically, the child is learning to develop large muscle control and is beginning to coordinate large and small muscles, all resulting in improved muscular abilities.

During this period the child is able to meet adult expectations for restrictive exploration and manipulation of his expanding environment.

The use of symbols and developing speech continues to improve as well as an elaboration of his developing concept pattern.



LATE CHILDHOOD

As students enter into late childhood there is a continuous development of all the previous patterns of learning we discussed for the early childhood period. However, there are some important changes beginning to take place. He is learning to give as much love and affection as he receives. There is an attempt to free himself from primary identification with adults and he forms strong friendships with peers, and a feeling of belonging particularly with contemporaries of the same sex.

Physically the student is refining and elaborating on the use of fine muscle control and is learning to control his physical world to meet his needs.

Language is being used at this level to exchange ideas as well as to influence friends and family. Peer relationships are beginning to have strong influences on behavior.

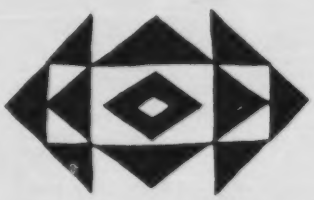
The student is beginning to understand the cause and the effect of actions and is thinking more reflectively with something of a scientific approach to life.

EARLY ADOLESCENCE

At this period in life our learner is beginning to establish his independence from all adults in all areas of behavior. It is at this time when he is trying to accept himself as a worthy person; worthy of love and acceptance from others, particularly his peers. It can be a time of deep emotional upheaval for many young people as they attempt to strengthen their self identification as well as identification with their own sex peers. They are also struggling with learning a new role, that of heterosexual relationships. In other words, boys have discovered girls and girls have discovered boys.

Physically it is this period when secondary sex characteristics become pronounced and noticeable. The adolescent begins to reorganize thoughts and feelings about himself in face of those bodily changes. Many times accepting the reality of the new appearance becomes a very difficult task as does the controlling the use of the new changed body.

The use of language is now used for expressing more complex thoughts as well as clarifying concepts. The learner is also moving to the use of abstract thinking to solve problems.



LATE ADOLESCENCE

The late adolescent is establishing himself as an independent person in an adult manner. Very often they are attempting to build strong mutual affectional bonds with a possible marriage partner. They are also busy adjusting to an adult patterned set of social values.

It is during this time when a new peer code is being learned that the young person finds contradiction in moral codes as well as discrepancies between principle and practice. The young person will verbalize all the contradictions they feel in order to resolve those problems in a responsible way.

It is also a time when the young person is attempting to choose an occupation and is learning appropriate outlets for sexual drives.

Late adolescence is characterized by attempts to achieve the level of reasoning of which they are capable. The reasoning process is essentially a cultural learning experience and is characterized by attempts to understand the physical and psychological self, as related to surrounding culture. The popular term for this period is "getting your head together".

Remember, culture has impact on developmental tasks and their sequence for children and particularly for the Indian child. There is no research that tells us what to look for, but understanding the general growth and developmental patterns of children will help you to understand the Indian child in the classroom. It will also assist you in giving the teacher some insight into actions of Indian students that may be new for the teacher. Insight on your part as an aide may well prevent a child from being classified as a "disabled learner" which is what often happens when educators do not understand the actions of a child.

A LITTLE CHILD

Sitting there alone
among the flowers, quiet and subdued.
Her soft, lovely skin fresh and delicate
like the petals of the flower in her hand.

Beautiful, enormous black eyes,
fringed with long, curling lashes,
reminding me of the daisies that surround her,
looking at me, wide with wonder,
wonder at the infinite beauty of earth's creation.

Her tiny hands gently cup the yellow flower
hands that will someday create lovely things.
She smiles and her eyes soften and fill with wisdom
...wisdom that all small children seem to posses.

Alberta Nofchissery

The Butterfly — Tlingit

ACTIVITIES FOR AIDES

As a teacher aide working in special programs you will be called upon to provide activities for Indian children who are funded for special supplementary activities. Because of your special knowledge you can, in most cases be more effective than the classroom teacher. Activities will depend upon the age level of children with whom you will be working.

The following are categories of three different age levels of children reflecting the activities that are usually required for each.

KINDERGARTEN

- Listening to children
- Playing games with children
- Supervising play
- Getting art materials ready
- Cutting out shapes
- Helping to drill on shapes, sizes and colors
- Operating record player
- Getting children to talk about pictures
- Going on short trips
- Mixing paste
- Leading singing
- Reading stories
- Telling stories
- Getting snack ready and serving it
- Making picture file
- Encouraging children to talk in complete sentences
- Developing fiannel board stories
- Reciting nursery rhymes, poems, jingles
- Telling Indian folk stories
- Going for walks
- Showing pictures and asking questions about them
- Playing word games with children
- Teaching correct names for things and how to say them
- Showing how to shape the mouth and place the tongue saying difficult words
- Giving encouragement and praise where needed.

LOWER GRADES

- Visiting with individuals and small groups
- Using pictures to stimulate discussion
- Making special efforts to draw out shy child
- Working with small groups in language or word drill
- Working with small groups in math drill
- Using manipulative objects to reinforce teaching on basic math concepts (beads, coins, sticks, etc.)
- Working with children in the mastery of flash cards
- Supervising seatwork periods for math
- Drilling children on the completion of sentences
- Drilling children on number concepts
- Helping a child at a listening post
- Doing finger plays with children
- Helping discover rhyming words
- Playing word games with children
- Playing math games with children

- Making flannel board figures
- Playing flannel board games with children
- Working with child or small group on specific handwriting skills
- Telling stories with flannel board
- Reading stories to group
- Assisting in setting up science investigation
- Telling stories
- Playing listening games
- Helping children with letter sounds
- Helping children with math drill
- Helping children learn the names of things
- Writing names or titles on pictures for children
- Discussing math story problems with students
- Making puppets
- Telling a story with puppets
- Helping children with a puppet show
- Helping small group with word drill
- Teaching children rhymes, jingles, poems and songs
- Directing a group in choral reading
- Listening to children read
- Duplicating instructional material for children
- Setting up book displays or reading books
- Taking walks for the purpose of sharpening listening skills
- Helping children listen to instruction and directions
- Asking questions about things seen or stories heard
- Copying stories children dictate
- Making booklets of children's stories
- Helping children pronounce words correctly
- Making picture files, collecting pictures to represent words and concepts. Use pictures that show the Indian culture
- Make reading charts
- Make charts for word-picture relationships
- Helping supervise free time
- Work individually with children with different readiness materials
- Helping with phonics drill
- Helping individual children catch up with work missed

MIDDLE AND UPPER GRADES

- Listening to children read
- Doing flash card review of words and phrases
- Doing flash card drills for math skills
- Using charts for word comprehension, phonics, and grammar
- Correcting workbooks
- Helping children look up words they don't know
- Taking children to library and helping select books
- Helping to find topic sentences in paragraphs to help improve reading comprehension
- Helping children take note on what they read
- Lead discussion based on study prints or pictures
- Helping children catch up on work missed
- Preparing seatwork and drill materials for use

- Playing math games with children
- Asking questions about materials read to check on comprehension
- Helping to clarify directions
- Encouraging pupils to pursue individual interests in science
- Assisting with art work to illustrate stories
- Helping children find key words in sentences to improve comprehension
- Helping with the use of indexes, dictionaries and similar tools
- Giving vocabulary drills and tests
- Helping children do simple reference work
- Helping on field trips
- Leading discussions on things read
- Playing math games with students for skill development
- Assisting and encouraging individual research in social science and physical science. These areas lend themselves well to the cultural aspect.

As you prepare to use these lists, remember that the activities listed are not restricted to one level. There are students in high school who could profit from drills and exercises used in the lower grades. Whatever the grade level your assignment is, be sure to carefully look over the complete list as you plan and prepare your activities.

RECIPES

Peanut Butter Candy

Boil 3 medium sized potatoes. Cool. Mash.

1 1/2 cups peanut butter

1 pound powdered sugar, gradually add until mixture is workable consistency.

Drop by spoonfuls on squares of wax paper. Children may dip their hands in powdered sugar and then roll the globs into round balls.

Clay Dough

1 cup flour
1/2 cup salt
1/2 cup water
1 tablespoon alum (to keep from becoming sour)
2 tablespoons of salad oil (to keep from sticking)

Store in cool place in covered container or plastic bags.

Individual plastic bags are excellent and labeled for each child to re-use from day to day.

Salty Dough

1/3 cup flour
2/3 cups salt
1/3 cup water
Add food coloring as desired.

Finger Paint

1/4 box laundry starch (1 1/2 cups)
1 quart boiling water
1 1/2 cups soap flakes (Ivory)
1/2 cup talcum (optional)

Mix starch with enough cold water to make a paste, add the boiling water, stirring until clear and glossy. Add talcum. Cool mixture and add soap flakes, stirring until smooth. This will be thick. Pour into jars and keep covered and in cool place.

Home Made Paste

1 cup sugar
1 cup flour
1 teaspoon alum
1 quart water
oil of cloves

Mix dry ingredients, add water, cook until thick, stirring constantly.

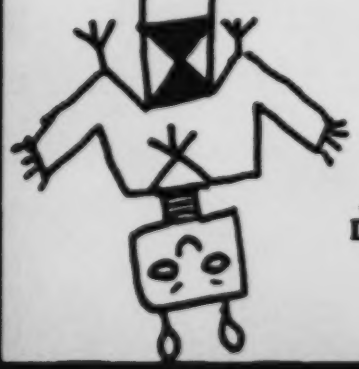
Cool. Add several drops of oil of cloves. Store in covered jars.

Good Attendance

Award

_____ has been here

_____ days this year.



_____
Principal

_____
Teacher

_____
Teacher aide

_____
Date:

35

DRUM BEATS FOR

Name: _____

In: _____
Subject

_____
Teacher

Confidentially, I Think...

_____

_____

_____

_____

_____

_____

Signed **Date**

Achievement Award

Thank you for doing your best

Name _____

Signed: _____

Date: _____

You're Beautiful today!

You listened

To: _____

From: _____

Date: _____

45

HOW YOU CAN HELP

Good discipline is a worthy objective of education and also a condition that is necessary before very much of anything else can be taught. Aides are helping to achieve good discipline as they:

- Make it possible for the teacher to teach in a much more relaxed manner
- Give the teacher more time to spot problems before they become large ones
- Make it possible for the teacher to spend more time discussing problems with individuals
- Make it possible for the teacher to tend to matters that need attention at the time of most critical need
- Provide time for the teacher to listen to children talk about their problems and difficulties — to give explanations
- Make it possible for the teacher to give less hasty directions
- Provide positive reinforcement for good behavior and negative for bad
- Speak kindly and firmly to a misbehaving child
- Provide the teacher with information needed to clue him in on problems a child might be having
- Supervise children working at their seats and help them when they need it
- Supervise the class while the teacher removes a child from the room to talk to him without having to do it in front of the class
- Observe and report signs of developing problems
- Reinforce the teacher's position every time they have a chance
- Make it possible to attain and maintain a more orderly activity or program
- Go with children from the room to other parts of the building or grounds
- Help a child when he becomes frustrated
- Settle a minor dispute
- Supervise independent activity centers and corners
- Make supplies and materials available and ready for use to keep the program moving
- Stand or sit near a developing trouble "spot"

CREATIVE HELPS FOR AIDES

The aide who has a bundle of creative ideas to pick from is the most valuable resource that a classroom teacher and the students can have. Creative activities cut across all subject areas and can be adapted for children at various grade levels and best of all; they can be used within the cultural context of Indian students regardless where they are from.

We know that Indian children develop a high degree of creative talent and resourcefulness before they come to school. However, in too many cases that child does not achieve in school, rather they become students who are uninterested in school, students without ideas of their own, in short non-creative students.

In an effort to inspire creativity in teacher aides, a list of principles to start you thinking creatively are presented here.

1. Value and encourage creative thinking.
2. Make children more sensitive to all types of environmental stimuli.
3. Encourage manipulation of objects and ideas.
4. Teach students how to define problems and systematically test each idea.
5. Develop an appreciation of new ideas.
6. Develop a creative atmosphere around you.
7. Insert intellectually disturbing questions and ideas into the classroom.
8. Provide time for quiet and active periods and for free interchange of ideas among students.
9. Allow reasonable freedom, with guidance reduced to a minimum.
10. Encourage original ideas and self-initated learning.
11. When studying the works of widely recognized creative people, take time to show in detail the steps the creative person took. This will help show students that such work is not beyond their reach and effort. (There are many creative Indian people who should be studied)
12. Create necessities for creative thinking.
13. Encourage students to work out ideas in full.
14. Develop constructive criticism, not just criticism.
15. Encourage the importance of acquiring knowledge in many fields.
16. Make many resources available for working out ideas and teach children to improvise when resources are not available.

The following list of activities can be used to develop flexibility and creative thinking in Indian students and can be adapted without limit with slight changes to almost any situation or any grade level. The list was developed by Dr. Edgar Charles.

1. Use catchy phrases which, when students rearrange all the letters, will form one word. Example: "Dry oxtain in rear" will form the word, "extraordinarily."
2. Mount baby pictures, or any interesting pictures from magazines, etc., on cardboard and have students make up clever titles.
3. Encourage students to play with word meanings, as in making puns.
4. List all the words beginning with a given pair of letters. A *total score* can be determined by the total number of words, while a *flexibility score* can be determined by the total number of words with different roots.
5. The effects of habit and lack of effort can easily be shown by several little exercises, such as:
   a. Set up an arithmetic test of addition, multiplication, subtraction, and division, but in the directions state that an addition sign means divide, a multiplication sign means subtract, etc. Do not tell them to read the directions — it will be interesting to see what the habit of not reading directions does to the results.

b. Ask the students to arrange 4 nines to equal 100 $(99+\frac{9}{9})$.

c. Ask how many can name 15 birds they would recognize. Few will answer but tell them to do it. Many forget birds such as chickens, turkeys, ducks, etc.

6. Have students write all the uses they can think of for a brick, or a hat, etc.
7. Have students list all the ways in which certain specified people or places are alike.
8. Give groups of four words and have the students write a very short story with two or three sentences, using all the words.

   Examples: armchair, ranch, watch, cards, bank, gun, pool, dream, hope, car, grass, rope, job, sky, sand, people

9. Have some very unusual questions for the students to write about or talk about. Use questions that will make them stretch their imaginations as far as possible. Example might be:
   a. What do frogs dream about?
   b. When was tomorrow?
   c. What would happen if every flower in the world were yellow?
   d. Where is never?
10. Use simple drawings and have the students write or discuss all the things they think each drawing could be. Examples might be:

    a. b. c.

11. Ask the class to list objects or items that were used in the past but are no longer in use. Have them take one from the list and think of how many ways it could be used today.
12. Show the students some sort of an object and ask them how it could be changed. What would it look like then and how would it be used?
13. Have the students design a new game that could be played by an individual or a group. This can be modified by setting some special criteria such as:
    a. A game using no sounds.
    b. A game using a jump rope.
    c. A game for kindergarten children.
    d. A game for a T.V. series.
14. Have students create a picture using only punctuation marks, or only letters or numbers, etc.
15. Cut odd shapes from paper and give one to each of the students. Have them glue the shape on a larger sheet of paper and, using crayons, make this part of a picture.
16. Get a supply of plastic ice buckets from a motel; give one to each student and have him make a hat of some kind out of it, using anything else he feels is necessary.
17. Make up a series of statements. Have the students each pick one and then write a story about what happened before to cause this statement. Some examples of statements might be:
    a. You called the police.
    b. The top of the house fell in.
    c. There is water all over the floor.
    d. You are very angry.
    e. The store did not open.
18. Ask students to describe five hours in as many ways as possible.

19. Make a list of things that are big and a list of things that are small. Have the students view these as if they were beetles, elephants, babies, and pilots of airplanes high in the sky.
20. Have the students pretend they have lost one of their senses. Have them write or discuss what life would be like.
21. Blindfold a student. Have the class give him instructions as to what direction to go, how many steps to take, etc., to find something in the room.
22. Have the students list all the tastes, odors, sights, touch sensations, or sounds of one of their holidays.
23. Have the students list the sounds of the forest.
24. Show the students an action picture. Ask them to:
    a. Give it a title.
    b. Tell why they would or would not like to be there.
    c. Tell where they think it is taking place.
    d. Give names to all the characters.
25. Give the students materials such as egg cartons, marbles, styrofoam cups, buttons, thread, spools, pins, glue, etc., and see what they can build. Pass the built items from person to person until it can no longer be improved.

STORY TELLING TECHNIQUES

The art of story telling is as old as man, and is one of the most important tools in teaching a child who he is, how to relate to his world as well as how he can cope with his world and assist in developing expectations for his life.

Story telling is a way of preserving a culture and history, a form of entertainment, a source of amusement. An abstract or complex thought can often be made simple and clear when presented in the context of a story.

The use of story telling in the process of education is unmeasurable and endless. The teacher aide should develop the art of story telling. A *good* story told at the right time can, in the right way ease tension, explain a point, let laughter warm the hearts of those involved and to merely provide a moment of relaxation.

The value of preparation is obvious. The best and most useful story telling usually appears casual, but chances are that the germ of thought that produced it grew out of a thorough creative preparation.

Indian teacher aides must develop the ability to:

- tell legends and other culturally relevant stories.
- get children to write or tell their own stories.
- read and tell stories to children and ask questions that will make the child think about what happened in the story.

To assist you in developing your story telling skills the following outline is presented.

I. Why Learn To Tell a Story

1. Might as well ask, "why learn to talk?"
   - It's a way of expressing ourselves in every aspect of life. (friends, family, school, etc.)
   - It's a way of expressing ourselves in written form. (letters, reports, etc.)
   - Learn concise thinking and ways to relate ideas.
   - Learn dramatic use of speech.
2. Stories are part of every culture.
   - Verbal record of history, legends, religions.
   - Use as moral lessons of the culture.
   - Entertainment.
3. Learning begins at home.
   - Teaches talking, listening, conversational cooperation.
   - Teach many things: distances, shapes, size, colors, counting, directions, etc.
   - Abstract language is learned through stories.

II. Basic Points in Story Telling

1. Choosing a story.
   - Know age of child or group.
   - Know interests and ability to understand.
   - The smaller the children, the shorter the story.
   - Consider purpose for telling the story.
   - Stick to familiar things.
   - Include humor. Indian folk lore is rich in humor, use it!
   - In classroom, watch out for individual hurts.
2. Be Careful of Vocabulary
   - Should be within range of group, yet new words should be introduced.
   - Avoid distasteful expressions, teach what you want learned.
   - Use imaginative and inventive words when possible.

3. Be Careful of Intent of Story
   - Avoid morbidness and cruelty (enough of it on T. V.)
   - Use humor and imaginative thought with dull subjects.
   - Stories can teach morals, truth, bravery, courage, cultural expectations and pride.
   - Use to broaden horizons of knowledge.

III. Preparation
- Have story in mind.
- Practice before hand.
- Think out good ways to tell it.
  add humor
  add expressions (sounds of animals, voices, etc.)
  add Indian words
- Gather visual aids (pictures, toys, puppets, etc.)
- Play out story, felt board, puppets, chalk board.
- Interject part of songs into story.

IV. Methods
- How to begin
  clap hands
  play music
  ask leading question
- Get group comfortable
  sit in circle
  sit on the floor
- Story teller should be in good position
  to be heard by all
  to be seen by all
  to show aids
  to move about if necessary

V. How To Tell a Story
- Speak clearly
- Keep tone at level which will sustain interest.
- Keep voice sincere, enthusiastic.
- Look enthusiastic.
- Move about if appropriate, or if story is long. It breaks the monotony and tension.

VI. How To Invite Participation
- Participation can be simply, *interest.*
- Participation can be verbal, *response.*
- Ask questions which require only a nod, a smile or one-word response.
- Ask group to sing along with song snatches in story.
- Have children call out words or finish sentence.
- Allow short interruptions by children, but don't let them get out of hand.
- Encourage children to tell their own experiences.
- Adjust your methods to fit group needs.

As you develop your skills in story telling you may want to develop your own stories. The following suggestions may help you.

I. How To Make Up a Story
- Plan story around group who will hear it. Consider age, purpose, interests, etc.
- Select subject or thought.

- Setting, time, place or circumstances.
- Select characters.
- Plan theme, action and purpose of story.
- Develop conclusion or punch line that will draw story together and complete the action.

II. Make Outline

- Be concise.
- Keep it simple and uncomplicated.
- Use direct conversation to add interest.
- Choose vocabulary to fit children's knowledge.
- Use humor.

III. Spur of The Moment Story

- Look for ideas, pictures, objects or remembered thoughts.
- Think up an objective, a plot or purpose for the story.
- Embellish only as needed for fun and interest.
- Draw logical conclusions.

After hearing a story you may want the children to do one of the following activities. Be sure to gear the activity to the abilities of the children.

- Have one of the children retell it the next day.
- Have children make up a second story with a possible different ending.
- Have children draw pictures illustrating the story.
- Discuss story idea or a character to develop it further.
- Have group write discussion of story.

PLAY TIME ACTIVITIES

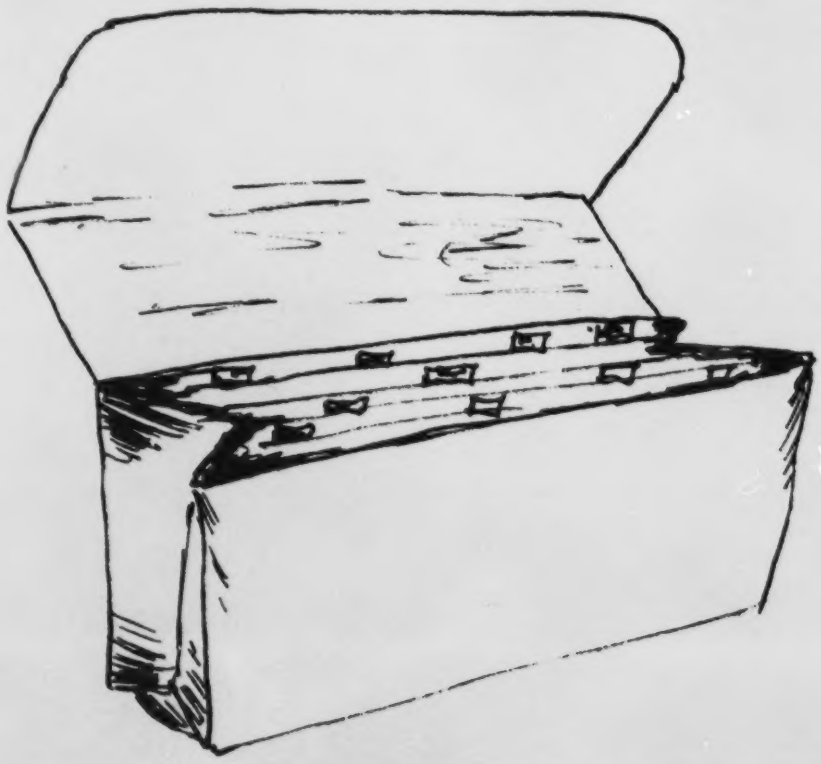
As a teacher aide you will be required at times to be responsible for play time activities for students. For such times knowledge of both indoor and outdoor activities will be needed.

We have suggested some "starters" for you, but recommend that you begin to develop and expand an activity folder of your own. Purchase a 4 1/2" × 7" manila folder, cards, and tabs. On each card copy the following recommended games and file by grade/age level or by activity grouping. Keep your file handy, in your desk or cupboard. You will soon discover it to be your secret weapon in maintenance of your "cool" when you are called upon to "man the troops".

Many of the developmental games recommended for K-3 grades can be used for older children who need further help in developing fine muscle control. It is important for the teacher and the aide to use the daily planning time to identify students who need developmental activities.

The following file system is recommended for your activity folder:

GRADE/AGE GROUPING	ACTIVITY GROUPING
Pre-school	Classroom; Quiet inactive games
Kindergarten	Active games
Primary Grades	Running, relays
Middle Grades	Rhymes; jumprope, hopscotch, etc.
Junion High	Singing games
	Games for special days
	Running tag
	Ball games



PRE-SCHOOL/KINDERGARTEN ACTIVITIES

Remember from our section on maturation and characteristics of various age groups we told you that the child in the early childhood range is just beginning to develope small muscle control and is very physical in his responses.

The following playgroud activities are designed to assist you as you provide activities for this age group.

Movement Skills

Even Rhythm:

Walk
Call, "Step, step"
Note: To lead into a run, walk tall on toes and then run. Use arms for balance when walking on toes.,

Run
On balls of feet with weight forward. Run without touching heel on the ground

Leap
From one foot to the other. Both feet are off the ground at the same time.

Hop
Take off and land on same foot. Land lightly on toes.

Jump
Take off and land on both feet.

Uneven rhythm

Gallop
Rapid step-close with one foot in front of the other, uneven rhythms. The quality of a gallop is choppy, up and down
Call: "Gallop and gallop and..."

Slide
Rapid step close to the side, uneven rhythm.

Skip
Rapid step-hop in uneven rhythms.
Call: Skip and skip and..."

Activities In Place

Lying on floor or turf – legs extended
Identification: "Touch your knees, touch your toes, touch your shoulders, head, toes." Repeat, calling the instructions quickly and in any sequence. Later on call more difficult associations such as "Touch right elbow, left knee...". Play Simon Says.

Exploring Body Movements
Have children explore body movements, such as rolling across the floor or turf, walking backwards, hopping like a rabbit, crawl like a centipede, turning summersaults. Use imagination in getting the child to explore movement.

Balance
Have child walk balance beam or imaginary line on the ground.

Singing Games:
Important for the use of developing listening skills, gains ability to use his body, develops language, and provides the child with the chance to express himself as well as social skill development. Here are new words to go with the tune of "The Farmer in The Dell."

The squirrel in the woods
The squirrel in the woods
Hi, Ho, Oh, Merry, Oh
The squirrels in the woods

The squirrel takes a rabbit
The squirrel takes a rabbit
Hi, Ho, Oh, Merry, Oh
The squirrel takes a rabbit

The rabbit takes a deer, etc.

The deer takes a bear, etc.

The bear takes a bird, etc.

The bird takes a beaver, etc.

The beaver takes a wolf, etc.

The wolf takes a fox, etc.

The fox stands alone
The fox stands alone
Hi, Ho, Oh, Merry, Oh
The fox stands alone

They all clap and sing
They all clap and sing
Hi, Ho, Oh, Merry, Oh
They all clap and sing.

The fox becomes the next squirrel and the game continues until all the children have had a turn.

ACTIVITIES FOR TAKING WALKS

Games for walking: Walking on cracks, "Break your Mother's Back" — Try to skip over lines on a sidewalk, if you are in town.

Walking Backwards; Good for walks in grassy fields.

Counting: Count steps, telephone poles, fence posts, animals in a field, cars going by or other groups of things that can be counted.

Imitate Animals: Gallop like a horse, hop like a bunny, etc.

Colors: Identify colors of things, as well as how many are there of the same color. Such as, "How many yellow things do you see?"

Walks are time to teach about electric wires, crosswalks, water catch basins, to study about air and water pollution.

Walks are time for discovering growing things: trees, flowers, grass.

Walks are time to discover shapes and sizes of things.

Walks are time for listening.

Walks are time for discovering various textures of the environment.

Played: Outdoors | GAMES, Tag | Grade 2-4, All Class Participation

STATUE

Establish a line twenty feet long, this is the starting line. Place all but one of group on or behind the starting line. Place "It" thirty feet in front of starting line, facing away from it. At signal "It" counts to 10; he must count loudly, but may count as slow or fast, as he wishes. While he is counting, the players on the line advance toward him but become statues when he counts ten. On the count of ten "It" looks about; any player seen moving is called by name and must return to starting line again. The game continues until some player reaches "It". As soon as "It" is tagged, all of the players run for the goal. "It" attempts to catch one of them before they cross goal line — players who cross are safe. The one caught is "It" for next game.

Played: Outdoors | GAMES, Tag | Grade 2-4, All Class Participation

NEW ORLEANS

Establish 2 parallel lines 30 feet apart, divide group into 2 teams of equal number and place on opposite lines. Have A team decide upon some action it will represent such as sawing wood, shoveling dirt, etc. At signal, A team walks forward to a point near team B as they approach team B the following dialogue takes place:

A Here we come	B Where from?
A New Orleans	B What's your trade?
A Lemonade	B How's it made?

The players of A go though motions of trade in front of team B. When team B guesses correctly A runs for base line. B tries to catch them before they reach base line of safety. Player tagged joins team B. The two teams reverse officers and repeat continuing to alternate until one team has been reduced to half. Other team wins.

Played: Outdoors | GAMES, Tag | Grade 2-4, All Class Participation

REDLIGHT

Arrange players in a line. Appont one of the players in the center of the line "It". At signal, "It" counts out loud to 10, concludes by saying "No talking, no laughing, no moving, Red Light," and turns about. In the mean time, the other players have turned and run away from him. On signal Red Light, all players freeze in position. If "It" does not see a player do any of above things, he turns around and counts again. When he does see a player doing any forbidden things, he calls player's name and chases him until he tags him. This player becomes "It".

Played: Outdoors or Gym | GAMES, Active (lines) | Grade 1-3, All Class Participation

BLACK AND BLUE

No equipment

Directions: Double line formation. Teams of equal number, each lined up on own line, one team called "Black" and other "Blue". Caller or leader usually teacher, stands aside calls "Blacks" or "Blues". Team called tries to tag members of other team before they reach safety line. If caught, must join other team. Game ends when one side has captured all of the other team.

Played: Gym or outdoors | LEAD UP GAMES (Soccer) | Grade 3 No. of players 8-10; any No. of Teams

SOCCER DODGEBALL

Equipment: Soccer ball
Area: 30 Ft. Circle
Directions: The object is for players to form a circle to hit players inside the circle below the shoulders with the ball. The ball is kicked by outside players, and the inside players may not use their hands. Players in the center are not eliminated. After a predetermined time the teams change places.
Scoring: One point is scored for the kicking team each time a person in the center is hit. The team scoring the most hits is the winner.
Variations: 1. Use several balls. 2. Center team forms small circle. Outer team tries to kick the ball between the players in the inner circle. The team that succeeds in the shortest time is the winner.

Played: Gym or Outdoors | LEAD UP GAMES (Soccer) | Grade 3-4 Players 8-10

MICKEY MOUSE

Equipment: Soccer balls
Area: 30 Ft. Circle
Skills: dribbling
Directions: The object is for a player, when his number is called to run to center of the circle and dribble the ball as fast as he can out through the opening, around circle and in through some opening to the center again. When finished, places foot on ball. Players stay seated until their number is called.
Scoring: One point is scored for the team by first one to finish.
Variations: Have players weave in and out of players as he goes around the circle.

Played: Gym or outdoors | LEAD UP GAMES (Soccer) | Grade 3-8 Players 8-10 T Teams unlimited

LINE KICK

Equipment: Soccer ball
Area: 3 Ft. between lines
Skills: Kicking, blocking, trapping, passing, tackling.
Directions: Game starts with ball on a spot midway between 2 facing teams. A member is called and the player from each team with this number runs forward and attempts to gain possession of ball and returns it to his team. This center player recovers ball in center and returns it to lineman of his own team. The lineman attempts to kick the ball through other team. Only lineman can score. Often a score and new number is called.
Scoring: One point is scored each time a lineman kicks the ball below the shoulders through the other line.
Variations: 1. Play in a circle or square. 2. When a center player gains control of ball, he tries to knock down an Indian club designated for his team.

Played: Gym or outdoors | LEAD-UP GAMES (Soccer) | Grade 1-4 Players: 8-10

CIRCLE SOCCER

Equipment: Soccer balls
Area: 30 Ft. Circle
Directions: Each team forms a semi-circle, 2 opposing teams or two semi-circles then join to form one circle. The object is to kick the ball below shoulder level between members of other team. After each score, the players rotate one place to the right. If ball comes to rest inside circle, a player from that half of the circle may get the ball and take it to the circle and start again.
Scoring: One point scored each time the ball goes through opponent's team below shoulders. One point also scored against team that uses hands to stop ball.
Variations: 1. Play in a line or square formation. 2. Players hold hands.

Played: Outdoors or Gym | GAMES | Grade 2-3
Self Testing

FORWARD ROLL

Equipment: Mats if available
Directins: Keeping knees together, children squat, placing hands outside of feet. Weight should be on toes and slightly forward. They now tuck chins down to touch chest and bend down almost forward from heads to floor. Now they thrust bodies forward from balls of the feet, landing first on upper part of back (not on head) rolling down to buttocks and feet. After some practice, children should be able to roll to a standing position without any help from the hands.

Played: Outdoors or in | GAMES | Grade 2-3
(Self testing)

JUMPING JACK

Directions: Players ar in squatting position with arms folded at shoulder height — back straight, body weight slightly forward and on toes. From this position they spring upward to a stride position with entire body weight on soles of feet. Knees straight, feet about 18 inches apart, and arms extended to the side. This activity should be performed in a rhythm preferably several times.

Played: Gymnasium, playroom | INDIAN GAME

LEMME (LUMMI) STICKS

Area: Gymnasium, playroom
Equipment: One set of sticks for each player. These are made of 3/4 inch dowel rods cut 18 inches long. Paint half of the sticks one color and half another.
Rhythm: 1 - 2 - 3 - 4 Rhythm background may be played by a drum.
Position: Players sit in cross-legged position on floor, facing each other. Sticks are held in the center; thumb next to body; four fingers on opposite side; fingers spread slightly. To match sticks simply strike together. In throwing the sticks, hold them perpendicular and throw straight across and catch on the diagonal.

Position 1 Heads of sticks rest on floor.
1 - 2 - 3 Strike heads of sticks on floor in rhythm.
- 4 Match sticks with partner. (Repeat 4 meas.)

Position 2 Stand sticks upright.
1 - 2 - 3 Strike sticks on floor in rhythm.
- 4 Match sticks with partner. (Repeat 4 meas.)

Position 3 Sticks in position #1.
1 - 2 Strike sticks on floor.
- 3 Hold sticks off floor and cross the right over the left.
- 4 Match sticks with partner. (Repeat 4 meas.)

Position 4 Return sticks to position #2.
1 - 2 Strike sticks on floor.
- 3 Partners exchange right sticks by throwing to each other.
- 4 Strike floor with sticks.
1 - 2 Strike sticks on floor.
- 3 Partners exchange left sticks by throwing.
- 4 Strike floor with sticks. (Repeat 8 meas.)

Position 5
1 - 2 Strike sticks on floor.
- 3 Partners exchange both sticks by throwing.
- 4 Strike sticks on floor. (Repeat 8 meas.)

*Note: One partner throws both sticks to the inside and the other throws toward the outside.
Repeat movements 3, 2, and 1; as a finale, cross sticks.
For the primary grades, it would be wise to use only positions 1, 2, and 3.

Played: Outdoors or Gym | GAMES (Rope Jumping) | Grade 1-3, 5 or more players

RATTLESNAKE

Equipment: One long rope
Directions: Two rope holders, rope fairly extended. Rope holders wiggle rope as shown. Others in turn try to jump over without touching rope. If jumper touches the rope, he is eliminated. Eliminated player holds rope.

Played: Indoors or out | GAMES Self-testing | Grade 2-3

INDIAN SQUAT

Directions: Folding arms across the chest, children cross ankles and drop to squatting position until almost seated. Then come to standing position without losing balance or uncrossing feet.

Played: Indoors or out | GAMES Self-testing | Grade 2-3

INDIAN LEAP

Directions: Children hop on left foot, swing right leg forward, jump on both feet, hop on right foot, swing leg forward, and jump on both feet. This should be done several times, each time attempting to jump a little farther.

Played: Gym or playground | LEAD UP GAMES (Touch Football) | Grade 2-4, Players 6-8 to a team

KNOCK'ER DOWN

Equipment: Football
Area: 40x60 Ft.
Skills: Passing, catching and covering
Directions: The object is for team members on one side of the neutral zone to pass ball over neutral zone of their teammates. Opposing team members attempt to intercept or knock down the ball. A ball on the ground is a free ball. A ball going out of bounds is given to team that did not lose possession of it. An out of bounds ball cannot be passed directly over neutral zone.

Scoring: Each completed pass across the neutral zone counts one point.
Variations: Use more than one ball at the time.

Played: Anywhere | LEADING UP GAMES (Volleyball) | Grade 2-8, Players 8-10 in a group

HOT POTATO

Equipment: Volleyball or bean bag
Area: Play area is in circle
Skills: Throwing, catching and accuracy in passing
Directions: The players sit in a circle. One player who is selected to be "It" assumes a position in the center of the circle. The object of the game is to prevent the player in the center of the circle from catching the "hot potato". The player seated in the circle starts the game by throwing the hot potato to another player. The ball should be kept in rapid play and when ball is intercepted, the player responsible goes into the center of the circle and becomes it.
Variations: 1. The hot potato may be thrown clockwise or counter-clockwise. 2. The player holding it when whistle blows has a point scored against him. 3. More than one hot potato may be used. 4. Players may volley hot potato rather than catch it.

Played: Outdoors or Gym | GAMES (Softball) | Grade 2-4, Players 8-10, Teams Unlimited Participation

KICKBALL

Equipment: Soccer ball
Skills: Throwing, catching, fielding and base running
Directions: The batter tries to score a run by kicking the ball. Played like softball with following exceptions. Ball rolled by pitcher and kicked by batter. No stealing permitted.
Scoring: One point is scored each time a batter returns home safely. Variations: 1. Have batter place kick, drop kick or punt ball. 2. Use volley-ball and have batter bat a pitched ball with fist or forearm. 3. Use tennis ball, have pitcher bounce ball once before batter hits with his hand. 4. Have the batter bounce the ball and hit it. 5. Have batter use volley ball serve.

Played: Indoors or out | GAMES Stunts | Grade K-8

STUNTS RELAYS

1. Backward walk or run
2. Hopping forward or backward on two feet.
3. Hopping forward or backward on right or left foot
4. Skipping
5. Walking on toes or heels only
6. Goose step: with each step the forward leg is extended to waist height without bending knee. Opposite arm is swung in a fully extended position to shoulder height with each step.
7. Toe Hold: Right knee is raised to chest and the right toes are grasped in right hand. Forward movement is accomplished by hopping on left foot.
8. Hop, Step and Jump: Progresses forward by first hopping on both feet, then stepping forward immediately, followed by a jump.
9. Stump Walk: Kneeling position with hands grasping ankles, walks forward on knees. A slight forward lean will help maintain balance. Mat should be used.

Played: Gym or playground | GAMES (Touch Football) | Grade 3-4, Players: 7 to a team

THE LINE-UP

Equipment: Football
Skills: Lining up
Game: The object is to see how quickly a team can line up on the line of scrimmage. Players line up beside each other in a crouching position with one team right next to another. The leader takes a position near the middle of the line. The ball is on the ground in front of him. He picks up ball, runs forward either straight or on a diagonal and places ball on the ground. Members of the team charge forward as the ball is picked up and line up again, when ball is placed on the ground.
Scoring: The team whose members first form a straight line in crouched position with no players offside is winner.

Played: Outdoors | LEAD-UP GAMES (Softball) | Grade 1-3, Players 10-12, Group unlimited

BOUNDARY BALL

Equipment: 1 or 2 utility balls for each group
Formation: Put angle with center line down length-wise, children line up in two groups with one group on each side of area. Players stand immediately in front of own boundary or goal line.
Directions: Players try to roll the ball over opponent's goal line. Ball is thrown from the place it is caught. The ball must bounce at least once before crossing the goal line. Score one point each time the ball goes across opponent's line.
Variations: 1. Child recovering the ball may run up to center line with the ball then roll it in. 2. Introduce a second ball.

Played: Outdoors or Gym | JUMPING ROPE | Grade 1-3, 4 or more players

TEDDY BEAR (T.B.)

Equipment: Long rope
Directions: 2 rope holders at sufficient distance to turn rope
"T.B., T.B. turn around" as jumper turns around.
"T.B., T.B. touch the ground" touches ground
"T.B., T.B. read the news" holds hands up as if reading
"T.B., T.B. shine your shoes" hands brush shoes
"T.B., T.B. go upstairs" moves knees as if climbing stairs
"T.B., T.B. say your prayers" holds hands as if in paryer
"T.B., T.B. turn out the light" pull light cord
"T.B., T.B. and now goodnight" jumps out of turning rope
Jumper or all children may say verse.

Played: Gym, Classroom or outdoors | GAMES (Stunts) | Grade K-8

LINE OR BEAM WALKING
(Develop Balance)

Equipment: Beams or lines drawn or painted on playing surface.
Variations:
1. *Hop forward or backward:* Arms forward, side ward, overhead, behind back. Eyes opened or closed.
2. *Walk on heels or toes:* Same as Above.
3. *Sidestep*
4. *Side cross step:* right foot crosses to left or left foot and then the left foot slides left.
5. *Turn:* 180° turn executed on the balls of feet.

Played: Outdoors or Gym | LEAD-UP GAMES (Touch Football) | Grade 2-4, Players 6-8 on team

OVER AND UNDER

Equipment: One football for a team
Skills: Ball handling
Directions: The object is to see which team can be first to finish passing the ball over and under. Each player at the head of a team has a ball. The first player passes the ball over his head with both hands to player behind him. This player passes the ball between his legs to next player. Alternating over and under down the line. When last player gets ball, runs to front of team and starts over and under passing again. The ball has to be handed, cannot be thrown.
Scoring: The team returning first to original position wins.
Variations: 1. Have ball pass only overhead or only underneath. 2. Have the end person weave through his team to get to the front of the line.

Played: Outdoors, Classroom or Gym

GAMES
Stunts

Grade K-8

ANIMAL STUNTS

Directions: Animal stunts are imitative activities. Used as mass exercise, incorporated into relays. Children should develop some skill in stunts before trying relays.

Variations: 1. *Bunny Hop:* Squatting position with hands on floor behind feet. A hop is made forward, maintaining the position.

2. *Elephant:* Bend forward at waist until trunks are parallel to the floor. The hands are clasped in front and the arms swing from side to side.

3. *Crab:* Squatting position taken with hands placed on floor behind the hips. With back to floor and abdomen up, child walks on hands and feet. Body held straight from knees to head.

4. *Chicken Walk:* In squatting position, child reaches round behind and between angles to grasp front of each ankle. He moves forward and backward, maintaining this position.

5. *Ostrich walk:* Child bends at hips to grasp ankles. Then walks forward keeping legs fully extended.

6. *Bear walk:* Bending over, place hands on floor. Walk on all fours with legs and arms fully extended and head up. Arms and legs on the same side of the body move together.

7. *Seal:* Assumes a front leaning rest position, walks on hands, dragging legs, back extended, head up.

8. *Inchworm:* Front leaning position. Keeping hands in place and arms extended, walks forward until his feet are behind his hands. Knees should not bend. Then with feet in position, walks forward with hands.

9. *Kangaroo Hop:* Squatting position, arms folded over chest, child leaps forward and returns to squatting position.

10. *Snake Crawl:* Pront position and moves forward in any manner pulling, pushing with arms and toes, wiggling or a combination of these.

INVENTORY OF TEACHER AIDE SKILLS

The following teacher aide assessment inventory has been designed to let you know your area of strengths and weaknesses. Read each skill and then rank yourself on training you feel you need.

1 if you have low knowledge
2 if you have medium-low knowledge
3 if you have medium knowledge
4 if you have medium-high knowledge
5 if you have high knowledge

SKILLS	COMPETENCE				
	LOW 1	M-L 2	MED 3	M-H 4	HIGH 5
TUTORIAL SKILLS IN READING					
1. Use of questioning techniques to stimulate discussion from pictures.					
2. Story telling skills.					
3. Use of flannel boards for story telling and language development					
4. Use of informal play to illustrate concepts.					
5. Ability to locate sources of materials for use in lesson development.					
6. Use and construction of wall charts.					
7. Skill in the development and use of flash cards.					
8. Manuscript writing skills.					
9. Cursive writing skills.					
10. Construction and use of language experience charts.					
11. Skills in extended sight vocabulary development.					
12. Knowledge of consonant blends.					
13. Knowledge of short and long vowel usage.					
14. Dictionary skills.					
15. Use of library and reference skills.					
16. Knowledge of vowel dipthongs.					
17. Knowledge on developing listening skills.					
18. Applying knowledge of paragraph structure to individual writing.					
19. Knowledge of diacritical markings.					
TUTORIAL SKILLS IN MATH					
1. Understanding of place value concept for whole numbers.					
2. Knowledge of steps for oral demonstrations as well as manipulative presentation					
3. Ability to present set concept orally and with different devices.					
4. Skill in tutoring addition and subtraction combinations.					
5. Knowledge of basic multiplication facts.					
6. Knowledge of basic division.					
7. Knowledge of fractions.					
8. Knowledge of demonstrational teaching techniques for math concepts.					
9. Skills in assisting in written math problems.					

CLERICAL SUPPORT SKILLS					
1. Use of class profile charts on student progress.					
2. Filing skills for instructional materials.					
3. Knowledge of resource center and usage.					
4. Ability to use typewriter, both primary and regular type.					
5. Producing illustrated dittos for math and reading.					
6. How to do preparation work for field trip.					
OPERATION OF AUDIO VISUAL AND COMMUNICATIONS SYSTEMS					
1. Use of copy machine.					
2. Making single and overlaying transparencies.					
3. Mounting transparencies.					
4. Lettering instructional materials attractively.					
5. Operate a 35 mm automatic slide projector.					
6. Operate a 16 mm projector.					
7. Use an opaque projector.					
8. Operate a tape recorder, cassette.					
9. Record and use Language Master.					
10. Use of laminating machine.					
11. Operation and use of Test Scorer machine.					
12. Producing illustrated or hand written ditto masters.					
13. Designing and constructing bulletin boards.					
14. Usage of television, both closed and open circuit.					
15. Use of language labs.					
16. Use of teaching machines, computers, learning consoles.					
17. Use of loud speakers.					
18. Use of maps and globes.					
PLANNING					
1. Develop objectives to be accomplished.					
2. Develop activities to achieve objectives.					
3. Assessing needs of students, informally.					
4. Writing activities you need to meet students' needs.					
5. Short-term planning.					
6. Long-term planning.					
7. Developing time lines for specific activities.					
8. Evaluating success of your plans.					
9. Coordinating with teacher/supervisor.					

AIDE EVALUATION

Aide's Name _____ Date _____

Evaluator's Name _____

Performance Scale: 3-strong

2-adequate

1-needs help

Task/Skill area (specify)	Dates of Rating		
	Initial	Interim	Final

ANOTHER SUGGESTED GUIDELINE FOR TEACHER AIDE WORKSHOPS

1. Orientation
   - A. Getting to know each other.
   - B. The general role of the teacher aide.
   - C. Code of ethics.
2. The teacher aide looking at children
   - A. Physical needs — "sign posts" to look for which may indicate problems.
     1. Problem areas: Hearing, sight, teeth, skin, posture, breathing, various infections, etc.
     2. What to do.
   - B. Social needs of children.
     1. List of needs, how to identify, what to do.
     2. Helping children with social problems.
3. The teacher aide working with staff members.
   - A. Teacher-teacher aide relations.
   - B. Librarian
   - C. Nurse
   - D. Custodians
   - E. The principal
   - F. Secretary and office staff
   - G. The public
4. The teacher aide working in the classroom.
   - A. What do I do first?
   - B. How do I contribute to the class?
     1. Bulletin boards
     2. Penmanship
     3. Creative dramatics
     4. Physical education
     5. Reading
     6. Social studies
     7. Games you can make in the subject areas
5. Evaluation.
   - A. Team work — a must.
   - B. Do you really want to be an aide?
   - C. Self-evaluation.

Enough cannot be said in favor of a school district which is willing to develop its own workshops to train aides.

Many of the staff members of every school can contribute to a successful program. Nurses, social workers, teachers, secretaries, administrators, and other personnel should be utilized.

Current literature should be collected and people with experience in this field sought out to get the planning stages organized.

Laurence Snow, USING TEACHER AIDES. Dreier Educational Systems, Inc., Highland Park, N. J. 1970.

WORKSHOP RATING

This form provides one way to rate a workshop or training session. By evaluating the presentation it will help the persons planning the staff development programs to prepare more effective workshops.

Topic _____ Date _____

Place _____ Length of Session

Workshop Leader _____ Participant's Name (optional) _____

Major objectives of the training session (specify in the space below)	Degree to which objective was reached (Low) 1 2 3 4 5 (High) (Circle appropriate number)
1. _____	1 2 3 4 5
2. _____	1 2 3 4 5
3. _____	1 2 3 4 5

Quality of the Session:

Interesting presentation	1 2 3 4 5
Provided useful materials	1 2 3 4 5
Met my specific need for training	1 2 3 4 5

Comments:

SELF EVALUATION FORM FOR TEACHER AIDES

1. Do I plan thoroughly for the activity which has been assigned to me, or do I approach it as just something to do?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I observe closely so as to know children's or adults' likes, dislikes, preferences, enthusiasms, aversions, etc.?
5. Do I find opportunities for giving students choices or do I tell them what to do?
6. Have I given some individual help in writing.
7. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
8. Do I emphasize the times when students behave well and minimize the times when they fail to do so?
9. Do I really listen to what students have to say?
10. Do I evaluate myself at intervals?
11. Do I accept criticisms and suggestions without becoming upset?
12. Do I follow directions of the teacher?
13. Do I try to develop a friendly attitude with all of my co-workers?
14. Do I give the teacher adequate notice of absences by reporting them to the office before the day begins?
15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
16. Do I give too much help to students rather than allowing them time to think?

Reprint from Chambers, Jewell C (ed.), *"ABC'S – A Handbook for Educational Volunteers."* Washington D.C.:Washington Technical Institute, 1972.

Butterfly — Miwok